

South Dakota Extended Standards



Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

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Acknowledgements

The revised Extended Standards are a result of the contributions of many educators from across the state. Many hours of collaboration were devoted to ensure the extended standards would be appropriate for students of all ability levels. The Extended Standards committee members represent the many concerned individuals across the state dedicated to their profession and to high quality standards for South Dakota students with disabilities. Without their contributions the Extended Standards would not have been possible. The South Dakota Department of Education wishes to express appreciation and gratitude to the individuals and the organizations they represent who contributed expertise and time to write the Extended Standards.

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To download the extended standards, visit the Special Education Programs website at <http://www.state.sd.us/deca/Special/> For Further information or questions concerning the extended standards, contact the Special Education Programs at 605-773-3678

To download the general education content standards, visit the Office of Technical Assistance website at <http://www.state.sd.us/deca/octa/index.htm> For further information or questions concerning the general education content standards, contact the Office of Technical Assistance at 605-773-6400.

Overview of South Dakota Standards

Both state and federal law require educational content standards be developed for all children. In 1997, the South Dakota State Legislature passed a bill directing content standards to be developed for language arts, mathematics, social studies, and science across all grade levels. Reading and math standards were revised in 2004 and to date are being implemented statewide.

The Individuals with Disabilities Education Act of 1997 required states to establish goals to assess the performance of children with disabilities. These standards must be consistent with the goals and standards for all children (IDEA 300.137).

All South Dakotans are eager to ensure that graduates of South Dakota's public schools have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities.

The Standards Committee revised the current South Dakota Content Standards and Performance Descriptors utilizing input from students, parents, teachers and South Dakota communities. Final documents evolved from: recent research in best practices, **No Child Left Behind** legislation, and classroom experience with existing South Dakota Content Standards, evolution of published standards from other states, numerous professional publications, and lengthy discussions by experienced K-16 South Dakota teachers.

The Purpose of the South Dakota Standards

The standards provide a listing of content to be taught and learned, and guide instructional planning and assessment of learning from kindergarten through twelfth grade. Performance descriptors provide information to teachers and students at particular levels, giving them specific targets for instruction and learning. The standards present a starting point for informed dialogue among those dedicated and committed to quality education in South Dakota. Providing a common set of goals and expectations for *all* students in *all* schools, will strengthen and enhance this dialogue.

SOUTH DAKOTA EXTENDED STANDARDS OVERVIEW

The Department of Education selected a diverse group of educators to develop extended standards and determine how they apply to the education of students with significant disabilities. The workgroup, charged with the task of developing the extended standards, used the South Dakota content standards as a reference document when developing the extended standards. The goals and indicators come directly from the South Dakota content standards. The extended standards emphasize skills progression rather than being grade specific to more appropriately address the diverse needs of students with disabilities.

When developing the extended standards, the workgroup carefully divided the skills into three categories: sensory, basic, and functional. The categories range on a scale of less complex to more complex. From these three categories several skills were developed. The skills were divided into target skills, developed in the context of grade level curriculum, which serve as entry points to the extended standards. For those students not able to meet the target skills, access skills were developed to provide a tool for students to work towards the target skills and to approach grade level expectations. These entry points provide a range of options at which a student with a disability can access the learning standards. The skills found in the extended standards introduce students to challenging new ideas and content, promoting movement to grade level standards.

Training for educators will assure all children have access to the South Dakota content standards through the extended standards. Educators will be trained in the correct use of target academic skills and lower level access skills with emphasis on how the skills should be taught in the context of grade level curriculum. Upon completion of training, participants will be able to describe the components of South Dakota's extended standards and their relationship to the South Dakota content standards, and understand the implementation requirements of the alternate assessment.

What are the Extended Standards?

Many students with disabilities are able to work toward the content standard goals. However, the standards, as developed, do not appropriately address the educational needs of all students. Therefore, extended content standards have been developed to meet individual student needs.

The extended standards expand the developmental spectrum of the South Dakota content standards. This allows all students the opportunity to access the general education curriculum.

The extended standards are:

- ❖ a user-friendly guide in assisting with IEP development
- ❖ a progression of skills necessary for independent functioning (birth through age 21)
- ❖ academically based (presently in reading and mathematics)
- ❖ based on (parallel) the state content standards

Who will use the Extended Standards?

The following are guidelines to assist the IEP team in determining which students will use the extended standards:

- ❖ Even with modifications and accommodations, the general education standards are deemed inappropriate for the student's cognitive ability and adaptive skill levels.

- ❖ The student requires extensive direct instruction in multiple settings to apply and transfer skills.
- ❖ The student requires substantial adjustment to grade level content standards.
- ❖ A student is not eligible to use the extended standards if the primary reason for consideration is the result of extended absences, visual, auditory or physical disabilities, social, cultural or economic differences.

How does the IEP team use the Extended Standards?

Once the IEP team determines extended standards are appropriate for a student, the team discusses the relationship of grade level standards to the extended standards appropriate for the student:

- ❖ to determine the impact on curriculum and instruction
- ❖ to use extended standards as a basis for the development of the individualized education plan

Educators will use the extended standards document to align and develop instruction for students who will not participate in the Dakota STEP, as determined by the IEP team. This document's access skills and target skills identify how and at what level of complexity students will address and attain learning standards. Educators can set realistic and challenging academic goals for individual students based on the *content standards*. The skills encourage teachers to reach for higher levels of achievement for their students.

As a reader becomes familiar with this document, they will discover the goal statements and indicators are retained from the South Dakota content standards. Extended standards are not referenced by grade level in order to more appropriately address the diverse needs of students. Each extended standard is intended to capture the “essence” of the South Dakota general education content standards. Access or target skills under each extended standard provide “entry points” towards attaining the extended standard.

“Entry Points” to the Extended Standards

The access or target skills can be viewed as entry points of student performance related to the extended standards. These “entry points” provide a range of options at which a student with a disability can access the learning standard at a challenging level. These "entry points" are a tool to be used by educators and parents to identify instructional goals and objectives for the student. Access skills and target skills are listed under each extended standard and represent a continuum of complexity.

Access skills are defined as motor, social and communication skills applied and practiced within the context of instructional activities based on the extended learning standards. This allows a

student with a severe disability to gain entrance (or access) to and participate in the general curriculum as required by Individuals with Disabilities Education Act 1997.

Target skills are defined as higher level skills that enable students with disabilities to individually utilize the extended standards in order to demonstrate a link to the South Dakota Content Standards.

Using access skills and target skills in the context of academic instruction benefits students in the following ways:

- Allows students access to the general education standards
- Introduces students to challenging new ideas and content
- Provides new opportunities to practice skills in a variety of settings using a range of instructional approaches
- Achieves outcomes that exceed expectations

Access and target skills are aligned to the extended standards. The extended standards are aligned to the general education goals/strands and indicators. Access and target skills are listed in order of complexity and allow the student with a severe disability to gain access to the general curriculum.

*It should be noted that the extended standards capture the **essence** of the content standards across grade levels rather than being defined as grade specific. This allows for the flexibility of placement within the content standard while honoring the diverse needs of the individual student.*

An IEP team then can use the access and target skills as examples to determine the next level of progress for the student which then becomes the basis for the assessment of the student for a given assessment period.

*In other words, the IEP team can use the access and target skills, under each indicator to determine **where the student is** at the beginning of the school term, **where the student may reasonably be taken through instruction** during the school term, and thus **determines the assessment item for progress reporting and assessment reporting**.*

Performance Levels

The State of South Dakota has defined four levels of student achievement for the alternate academic achievement standards:

Introducing = Below Basic

Developing = Basic

Applying = Proficient

Advancing = Advanced

Extended content standards have been established for reading and math and will be approved by the State Board of Education in September 2004. Definitions of alternate achievement levels will be expressed through the performance descriptors. Cut scores for proficiency levels will be established in the summer of 2005. The Buros Institute, University of Lincoln, Nebraska,

will conduct a standards setting process with the Department of Education in establishing alternate achievement levels for reading and math.

Participating in the Alternate Achievement Standards

Examples:

- I. The Reading level achievement standard E.R. 1.1 reads as follows: Using stimulus, environment, sounds, patterns and letters to make meaning from words.**

Elementary example of using a target skill: The student will recognize words that can be used to describe an object. The student will match a corresponding word to a photo. Example: The student matches photo of dog to word dog. As the student progresses the student will identify the familiar word and properly pronounce the word. To build on this skill the student will identify an unfamiliar word and its meaning. The student will match the picture of the base word in the word doghouse to the corresponding picture of a doghouse.

- II. The Math level achievement standard E.G.1.1 reads as follows: Characterizes geometric shapes.**

Middle school example of using a target skill: When given six pictures of geometric shapes and prompted to indicate the triangle the student will name, touch, eye gaze to, or point to the correct picture object independently when given adequate wait time.

- III. The reading level achievement standard E.R. 3.1 reads as follows: Recognizing, identifying, and responding to diversity in literature from different eras and cultures.**

High school example of using an access skill: Upon completion of having a literary book read aloud the class visits a museum with exhibits from the era included in the book. As an activity to reinforce the information from the book the class views a slide show of museum exhibits. When shown a slide show the student reaches for an electronic switch to advance the slides when prompted.

These examples illustrate how students with disabilities participate in the alternate achievement standards and general curriculum activities in which the learning standards are addressed.

South Dakota Reading Goals and Indicators

The following principles are philosophical statements that underlie every strand and standard of this content standard document. They should guide the instruction and evaluation of this reading curriculum. These goals and indicators are directly from the core reading content standards.

Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

All readers decode or sound out words using knowledge of letter sounds, word parts, and word origins to understand written text. To do this requires the reader to use a variety of word-solving strategies. However, the ability to decode in itself does not guarantee comprehension of text. Recent research has provided teachers with guidance and tools to offer students instruction in strategies for comprehending. These strategies include monitoring for meaning, making connections, asking questions, using sensory images, determining importance, making inferences, and synthesizing.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Reading various genres of literature helps students learn skills of interpretation and critical response. To facilitate this interpretation and response, students analyze and evaluate text structures, literary elements as they contribute to the whole of the piece of literature, and how literary devices affect the message. The identification and analysis of how authors use these concepts make it possible for students to think more critically, to respond in more complex ways, to reflect on meaning, and to compare various texts.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Literature is a record of culture and human experiences that puts us in touch with our humanity. By reading and responding to historically or culturally significant works of

literature, students clarify ideas and connect them to other literary works. It is through this exploration that students understand the human condition and ultimately can better understand themselves as human beings. As students validate or reconsider personal interpretations, they also realize the interconnectedness of the cultures of mankind throughout history.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Students gather information from electronic reference sources, newspapers, magazines, journals, books and other non-fiction sources. Students synthesize by combining new information with existing knowledge to form original ideas or interpretations. Students evaluate the appropriateness and validity of the sources they find. Use of textual features and graphic features is essential. All of these concepts help to extend students' control in reading and writing informational text.

South Dakota Math Goals and Indicators

ALGEBRA STANDARDS

Goal 1: Students will use the language of algebra to explore, describe, represent, and analyze number expressions and relations that represent variable quantities.

An understanding of patterns is basic to all mathematical thinking. Early experiences in learning about, understanding, and using patterns is foundational to algebraic reasoning. This algebraic reasoning encompasses the relationships among quantities, the use of symbols, the modeling of phenomena, and the mathematical study of change. From investigations of the properties of whole numbers to the use of mathematical models to represent quantitative relationships, algebra is linked to all areas of mathematics. A strong foundation in algebra is an expectation for every South Dakota high school graduate.

Indicator 1: Use procedures to transform algebraic expressions.

Indicator 2: Use a variety of algebraic concepts and methods to solve equations and inequalities.

Indicator 3: Interpret and develop mathematical models.

Indicator 4: Describe and use properties and behaviors of relations, functions and inverses.

GEOMETRY STANDARDS

Goal 2: Students will use the language of geometry to discover, analyze, and communicate geometric concepts, properties, and relationships.

Spatial sense is fundamental to mathematics both as a means of interpreting and representing the physical environment, and as a tool for the study of other topics in mathematics and science. The study of relationships among shapes and their properties is essential to their representation in abstract form and their translation into definitions, theorems, and proofs. The study of geometry allows students to use visualization, spatial reasoning, and geometric modeling to solve problems.

Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures.

Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives.

MEASUREMENT STANDARDS

Goal 3: Students will apply systems of measurement and use appropriate measurement tools to describe and analyze the world around them.

The study of measurement is essential to an understanding of the measurable attributes of objects and the units, systems, and processes of measurement that are used in personal and professional work. In the early grades, students learn to use these measurable attributes of objects to compare them for relative length, weight, and other characteristics. Students increase their precision in collecting information about the measurable attributes of objects as they encounter increasing demands for these skills. Measurement skills and the accurate use of measurement tools and formulas become critical in other mathematical applications including geometry and statistics.

Indicator 1: Apply measurement concepts in practical applications.

NUMBER SENSE STANDARDS

Goal 4: Students will develop and use number sense to investigate the characteristics of numbers in a variety of forms and modes of operation.

Number sense is the most basic skill of mathematics. From simple counting to the fluent use of computations skills, students use number sense to operationalize mathematics. An understanding of basic mathematics operations is critical to all other mathematical pursuits. Students should exhibit fluency in applying number sense to mathematical operations by the end of the

elementary years. Students should be able to perform computation through mental calculation, estimation, and paper-pencil calculations.

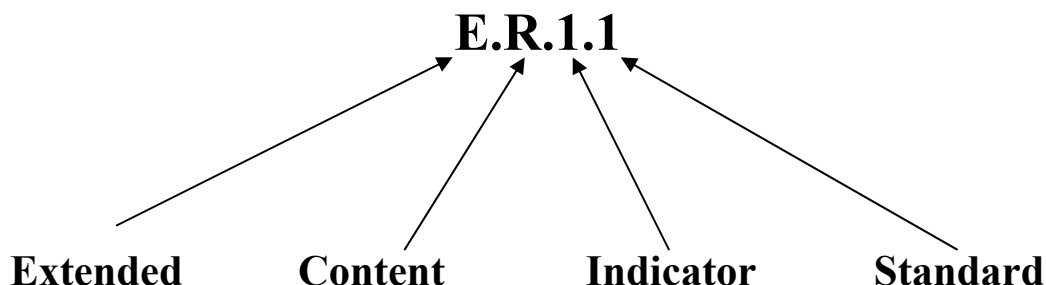
Indicator 1: Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers.

Indicator 2: Apply number operations with real numbers and other number systems.

Indicator 3: Develop conjectures, predictions, or estimations to solve problems and verify or justify the results.

Guide to the Numbering and Symbol System Used with the Extended Reading and Extended Math Standards

Extended Standards are coded to cross reference content, indicators, and standards.



Extended refers to the extension of the general content goals and indicators.

Content refers to content area of reading and the major areas of mathematics.

R for Reading
A for Algebra
G for Geometry
M for Measurement
N for Number Sense
S for Statistics and Probability

Indicator refers to the general education indicator for each goal or strand. Each goal or strand has one or more related indicators that describe key aspects of the goal or strand.

Standard refers to number of the extended standard for the indicator. (Example: E.R.1.1, E.R.1.2, E.R.1.3) Each extended standard describes what the students will know and be able to do. The standard is the essence of the general education grade level instruction and curriculum standards.

Extended Standards Reading

Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.

Indicator 1: Applying various reading strategies to comprehend and interpret text.

Extended Standard

E.R.1.1. Using stimulus, environment, sounds, patterns and letters to make meaning from words.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Using stimulus, environment, sounds, patterns and letters to make meaning from words.** (E.R.1.1.)*

- Matches a word or picture to an object (bingo)
- Listens to a story on a computer (CD ROM)
- Responds to picture cue (picture of a bus, student gets ready to go home)
- Explores a book
- Looks at book and reader while being read a story
- Points out named pictures (points to pictures in book)
- Shows emotions to favored stimuli (excitement when presented with a favorite page)
- Matches pictures to pictures in books (matches laminated pictures to corresponding pictures in book while being read a story)
- Locates specific stimuli in a book or on a page (lifts a flap covering an object or moves cursor on to specific object in a living book or activity)
- Locates specific button on a sound book (Barney on a page and locates associated sound button)
- Repeats texts in story
- Attends to pictures/symbols/objects pertinent to a story
- Attends to story from beginning to end
- Looks at pictures in a book while being read to
- Recognizes left to right or top to bottom patterns (workbasket systems, assembly line tasks)
- Learns to orient a book or picture right side up
- Turns pages one at a time in sequential order.
- Follows pointer or finger under word as text is read
- Pretends to read
- Recognizes left-to-right progression (print, objects)
- Identifies symbols (colors & shapes through pointing)

- Identifies symbols through naming
- Identifies letters through pointing (upper and lower case)
- Identifies letters through naming
- Identifies sounds/symbol relationships (specific letter sounds)
- Matches letters and sounds
- Blends sounds to make words
- Uses letter names to represent sounds, syllables or words
- Shows awareness of “sound” versus “word”
- Identifies sounds within a word
- Uses patterns to recall information (alphabet song)
- Sequences the letters of the alphabet
- Demonstrates understanding that letters and words relate to sounds (generates sounds of letters, blends and patterns)
- Uses knowledge of letters and letter patterns to read words
- Locates words in a story
- Labels or identifies objects, persons, or places
- Displays attention to people, surroundings, materials (looks at teacher during instruction, follows picture or object schedule)
- Shows understanding that sounds & words can be represented in print.
- Reads, prints, and spells own name
- Locates/identifies words
- Reads some words by sight (Dolch/Fry/high frequency words, Edmark words)
- Understands sentences are made up of separate words
- Reads simple sentences
- Reads using left to right, top to bottom progression
- Tells a story
- Matches written word to picture of word
- Identifies upper & lower case letters
- Demonstrates comprehension of alphabet (verbally, picture)
- Recites alphabet (ABC’s)
- Connects information found in text to personal experience
- Composes a story, letter or song
- Reads stories with repetitive patterns (Brown Bear, Brown Bear)
- Uses knowledge of letters and sounds to read text
- Uses phonological cues to read unfamiliar text
- Uses decoding and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text
- Applies knowledge of complex word patterns to determine meaning of unfamiliar words in order to acquire new vocabulary
- Uses knowledge of word categories and word parts to determine meaning of unknown words

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Using stimulus, environment, sounds, patterns and letters to make meaning from words.** (E.R.1.1.)*

M=Motor S=Social C=Communication A=All

- Demonstrates a differential response to books/cards tactile, visual or auditory stimuli (changes in heart rate, eye movement) [C]
- Attends to tactile, visual or auditory stimuli (listens to music, watches as someone talks) [S]
- Responds to tactile, visual or auditory stimuli (makes a sound or movement) [M]
- Holds head up to stimuli (holds head up while someone is talking to them) [M]
- Imitates gestures or cues in response to an outside stimulus (claps hands) [M]
- Imitates sounds in response to verbal stimulus (da, da, da) [C]
- Responds to name [C]
- Attends to presented stimulus/activity (looks at person during interaction, attends to teachers instructions) [S,C]
- Hits a switch to activate book on tape, CD player, radio [M]
- Uses technology to match a sound to picture (Intellitools programs, hits a switch when hears a pig snort) [M]
- Identifies a book in the environment [M,S]
- Feels tactile objects in books (touches the bunny in the story “Pats the Bunny”) [M]

Extended Standard

E.R.1.2. Using stimulus, patterns, environment and written work from various media outlets for comprehension (oral &/or written)

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Using stimulus, patterns, environment and written work from various media outlets for comprehension (oral &/or written)** (E.R.1.2.)*

- Identifies objects, actions (own body parts)
- Identifies (point to, show me, which is) objects, actions, persons, properties
- Answers questions/recalls information (characters, stating main idea in text)
- Uses picture symbols for a daily schedule
- Recognizes safety symbols
- Recognizes functional words in a variety of contexts
- Recognizes functional pictures (community signs, daily routine)

- Recognizes classroom and school rules
- States a consequence to a behavior in regards to school rules
- Recognizes foods on a picture menu
- Recognizes symbols for picture recipes
- Recognizes reward for good behavior on a behavior plan
- Recognizes important mail from junk mail
- Follows direction as stated (put on yellow outfit and sandals)
- Reads and describes meaning for safety, informational and warning signs
- Recites details from story
- Comprehends main ideas and supporting details in simple expository
- Identifies the characters in a story
- Seeks appropriate adult help when experiencing difficulties
- Describes cause and effect relationships in various text, (why, what if, how, when)
- Locates and paraphrase information with text to answer questions
- Recalls information after reading a paragraph
- Follows simple written directions in proper sequencing
- Reads and comprehends meaningful words such as name and functional vocabulary
- Uses verbal cues to remember pertinent information (calendars)
- Reads and follow a simple map
- Reads and understands components of a pay check (taxes, social security, etc.)
- Reads and understands the components of a bus schedule (times, pick up/drop off spots)
- Recognizes areas on a job application
- Knows components of IEP (goals, transition, related services, accommodations)
- Knows components of IEP process (rights, goals, transition)
- Compares and contrasts stories and poems by different authors
- Reads orally with accuracy, fluency, and comprehension
- Applies strategies to read and understand different types of text
- Uses comprehension strategies to read and understand unfamiliar words, phrases and passages
- Applies strategies to construct meaning from grade level text
- Applies comprehension strategies to construct meaning from literary and content area text

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Using stimulus, patterns, environment and written work from various media outlets for comprehension (oral &/or written)** (E.R.1.2.)*

M=Motor S=Social C=Communication A=All

- Responds to speech by vocalizing (makes a sound when hearing a familiar voice) [C]
- Demonstrates comprehension and discrimination of familiar and unfamiliar people
- Responds to common environmental sounds (teacher's voice, bell rings, sounds for medical purposes) [M,C]
- Incorporates cause/effect into interaction with materials (switch toys, computer activities and interactions) [M]
- Responds to simple verbal requests [C]
- Identifies possession (touch...Susie's nose) [M]
- Shows enjoyment of books and stories [C]
- Recognizes that body movements and facial expressions represent feelings [S,C]
- Uses words to communicate ideas and feelings [S,C]

Extended Standard

E.R.1.3. Applying understanding of stimulus, patterns, environment and written work to form inferences.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Applying understanding of stimulus, patterns, environment and written work to form inferences.** (E.R.1.3.)*

- Infers possible consequences to prevent a possible behavior
- Sequences three pictures
- Identifies objects that are the same and different
- Recalls the sequence of events
- Recognizes patterns and can repeat them
- Selects reading literature appropriate for reading level, purpose and interest
- Defines the attributes of personally appealing reading materials
- Identifies everyday print materials that provide information (labels, newspapers)
- Uses appropriate sources to locate specific types of information (calendar, newspaper, encyclopedia, dictionary, atlas)
- Understands the function of organizational features and use them to locate information (table of contents, index, glossary)
- Uses written resources to gain information (TV guide, bus schedule)

- Uses text organizers such as type headings and graphics to predict and categorize information in print materials
- Uses written resources to gain information and use the information for his/her personal benefit
- Identifies relevant sources of information and use the information for his/her personal benefit
- Uses visual organizers to remember pertinent information
- Follows directions in pictorial format
- Reads a menu to order food at a restaurant
- Differentiates between important mail and junk mail
- Helps plan a trip with family or friends (uses bus schedules, plans a trip to another town)
- Finds a name and phone number using an address book or phone list
- Follows a picture recipe to make a meal
- Uses a bus schedule to plan a trip
- Fills out a job applications
- Fills out an apartment rental application
- Reads and understands lease agreements
- Helps plan and write IEP (shares with teacher personal goals)
- Reads and understands Transfer of Rights at age 18
- Identifies organizational features and their purpose in fiction and informational text
- Uses organizational features of fiction and informational text to make predictions about text
- Analyzes organizational features to determine important ideas and set background knowledge in fiction and informational text

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Applying understanding of stimulus, patterns, environment and written work to from inferences.** (E.R.1.3.)*

M=Motor S=Social C=Communication A=All

- Demonstrates a differential response to indicate more [M,C]
- Responds to verbal requests [M,C]
- Responds to name (heart rate, eye movement, turn head to sound, eye contact) [C]
- Vocalizes attitudes other than crying (joy, anger) [S,C]
- Shows awareness of cause/effect relationship (if want to activate toy, then hit the switch) [S,C]
- Demonstrates understanding of comprehension of Individual Education Plan to allow for participation by answering questions and expressing needs

- Uses picture cards for grocery shopping [A]
- Uses picture recipes to prepare simple foods [A]
- Uses picture schedules for daily routine [A]
- Uses picture schedules to complete vocational tasks [A]
- Uses picture schedules to complete laundry tasks [A]
- Uses picture schedules to operate the dishwasher [A]
- Uses a picture menu to order food at a restaurant [A]

Extended Standards Reading

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Extended Standard

E.R.2.1. Understanding and expanding meaning of stimuli, patterns, words, and literary works.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Understanding and expanding meaning of stimuli, patterns, words and literary works.** (E.R.2.1.)*

- Demonstrates comprehension of classroom rules
- Matches an object to an object
- Matches a picture to a picture
- Identifies pictures found in personal environment (communication book, daily schedule, name on personal belongings)
- Categorizes objects according to one attribute (color, size, function)
- Categorizes objects according to two attributes (color, size, function)
- Categorizes objects according to three attributes (color, size, function)
- Differentiates between objects by relying on descriptive qualities (a real apple vs. a banana)
- Differentiates between photos of objects by relying on descriptive qualities (photos of apples and bananas)
- Differentiates between drawings or picture symbols of objects by relying on descriptive qualities (illustrations of apples and bananas)
- Obtains meaning from a picture
- Associates printed word with a corresponding picture
- Initiates communication or voice output using a picture to indicate a want/need
- Differentiates between printed words (actual words apple and banana)

- Differentiates between printed words by relying on descriptive words (yellow banana, red apple)
- Communicates prior knowledge related to reading topic
- Describes an event, TV show, or field trip experience
- Responds to questions related to character, setting in a story using voice or voice output
- Connects information found in text to personal experience
- Identifies connections across texts in order to gain meaning (compares the family in one book with the family in another)
- Identifies real-world connections to text
- Retells a familiar story
- Describes characters and/or events in a story
- Sequences the main events in a story
- Locates descriptive words and phrases
- Describes the main problem and its solution

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Understanding and expanding meaning of stimuli, patterns, words and literary works.** (E.R.2.1.)*

M=Motor S=Social C=Communication A=All

- Demonstrates a differential response to show understanding of presented stimuli (responds to auditory, visual, or tactile activities with changes in respirations, affect, movement, vocalizations) [M,C]
- Demonstrates sustained attention to indicate understanding of the presence of stimuli (listens as talked to, regards face during an interaction, movement) [M,C]
- Recognizes familiar stimuli (people, places, objects) [C,S]
- Demonstrates responses to various touch cues/gestures (looks at finger or in the distance when someone points, raises hands as lap tray is brought near to wheelchair) [M,C]
- Gains attention through vocalizations or augmentative communication [C,S]
- Responds to instruction (follows teacher with eyes) [C]
- Demonstrates visual or tactile awareness of tactile symbols, objects, pictures, picture books (looks at and touches books) [M]
- Indicates choice between a preferred and a non-preferred object or activity through facial expression, movement, vocalization, or using the appropriate symbol, picture, letter or word (hair brushed or combed, want to feel the fur or the Goop) [M,C]
- Indicates choice between two neutral objects or activities through facial expression, movement, vocalization, or using the appropriate symbol, picture, letter or word to indicate a preference or response to choices offered (want juice or water) [M,C]
- Shows interest in reading materials (listens to stories read aloud, chooses to look at books) [C]

- Uses assistive technology/single switches to bring about a desired response [A]
- Imitates an action (points to a picture) [M]
- States classroom rules [C]
- Places a form in a corresponding container [M]
- Fits a form to its corresponding shape (fits a puzzle piece into an inset puzzle) [M]

Extended Standard

E.R.2.2. Identifying and describing sequences, elements, and literary devices in a situation or story.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Identifying and describing sequences, elements, and literary devices in a situation or story.** (E.R.2.2.)*

- Contributes information to a conversation (may not be appropriate timing, but showing awareness of conversation)
- Participates in sequenced turn taking during conversation (vocal play, Step-By-Step communicator, Dynavox, Intellikeys)
- Restates rules and consequences
- Follows rules in order to avoid consequences
- Sequences steps to complete a daily living skill (hand washing, teeth brushing)
- Sequences steps to complete a daily working activity
- Sequences steps to complete a project (art project, craft, recipe)
- Sequences steps to complete work baskets, assembly- line tasks
- Corresponds an element from a story to an element in real life (a cookie in a book would be the same as a cookie you're holding)
- Responds (voice output, eye gaze, pictures, objects, etc.) to questions related to elements (plot, setting, character) from a presented story
- Recognizes and appropriately responds to humor in a situation, comedy, or joke
- Understands left to right, top to bottom
- Uses correct word order in sentences to determine meaning
- Identifies and describes characters, setting, and key events
- Identifies the problem or central idea in stories
- Uses graphic organizer to show similarities and differences
- Uses pictures, illustrations, and personal knowledge to make and confirm predictions about stories.
- Describes cause and effect relationships in various texts (why, what if, how, when)
- Compares character traits, goals, and plots in and between stories
- Describes setting similarities in two different stories by the same author

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Identifying and describing sequences, elements, and literary devices in a situation or story.** (E.R.2.2.)*

M=Motor S=Social C=Communication A=All

- Sequences a stimulus with a response (student responds to touch with vibration) [M,C]
- Participates in instruction (puts picture cards in order) [M]
- Demonstrates an appropriate emotional response to presented stimuli (laughs at funny, silly material) [S,C]
- Responds to pleasurable event (smiles, laughs) [S,C]
- Responds to pain (frowns, cries) [S,C]
- Shows a differentiated response to a representation of a character from a familiar story, movie or program [S,C]
- Role plays facial expressions [C]
- Gains attention through single-syllable vocalization [S,C]
- Indicates “all done” after completing a sequence of tasks [C]
- Indicates desire for “more” to extend a sequence [C]
- Indicates a need for help when unable to complete a task [C]

Extended Standard

E.R.2.3 Using rhymes and patterned language.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Using rhymes and patterned language**. (E.R.2.3.)*

- Participates in readings of nursery rhymes, nonsense rhymes, finger plays, and poetry when paired with picture prompts through movement, facial expression, vocalization
- Participates in readings of nursery rhymes, nonsense rhymes, finger plays, and poetry paired with pictures and print to follow the pattern by movement, facial expression, vocalization
- Participates in readings of nursery rhymes, nonsense rhymes, finger plays, and poetry paired with print to follow the pattern by movement, facial expression, vocalization
- Produces or selects rhyming words given a spoken word, object, photo or illustration
- Identifies patterns of rhyming words and/or repeated phrases in various texts
- Creates rhymes and patterned verses
- Uses rhymes for enjoyment
- Reads stories with repetitive patterns (Brown Bear, Brown Bear)
- Uses rhymes to recall important information (i before e except after c)
- Compares rhyme patterns in different poems

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Using rhymes and patterned language**. (E.R.2.3.)*

M=Motor S=Social C=Communication A=All

- Demonstrates awareness of visual patterns (light and dark stimulation, changes in environment, changes in immediate environment) [C]
- Uses patterned sequenced language to demonstrate recognition of familiar people (when you see someone familiar you say “hi, Joe” “hi, Susie) [S,C]
- Demonstrates awareness of variations in rhythm, tempo, and beat of stories and music (change affect, movement, respirations, vocalizations) [M]

- Demonstrates attention of variations in rhythm, tempo, and beat of stories and music (listens as sung or read to, looks at auditory stimulus, purposeful movement) [S]
- Demonstrates a response to variations in rhythm, tempo, and beat of stories and music (nods, taps foot, rocks, vocalizes) [A]
- Demonstrates ability to memorize and use specific socially appropriate words and phrases [S,C]
- Accesses switch to participate in a story with repetitive text [M]
- Imitates a demonstrated pattern (movement, expression, vocalization) [M,C]

Extended Standards Reading

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Extended Standard

E.R.3.1 Recognizing, identifying, and responding to diversity in literature from different eras and cultures.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Recognizing, identifying, and responding to diversity in literature from different eras and cultures.** (E.R.3.1.)*

- Demonstrates an understanding of rhythm found in poems, stories, and music (nods head, hums, taps to beat)
- Imitates pointing out a picture, either isolated or in a story
- Explores a book (turns pages, holds it)
- Associates names to other people
- Recognizes photos of familiar people
- Attends and participates in reading of nursery rhymes, nonsense rhymes, finger plays, and poetry
- Independently looks at picture books
- Enjoys being read to and looks at books independently
- Follows along when someone else reads (eyes on print, follows fingers under words, puts own finger under words)
- Pretends to read
- Matches pictures or objects to pictures in stories (stories of pilgrims, Native Americans, etc.)
- Matches objects, pictures and symbols (tomahawk to Native American, sombrero to Hispanic person)

- Sorts objects, pictures and symbols from different time periods (old cars and modern cars, clothing from different eras)
- Independently points to simple pictures in a multicultural story (points to the spider in Anansi books)
- Labels artifacts or pictures of artifacts from different cultures
- Identifies similar rhyme and rhythm in multicultural poetry and songs (clapping, nodding head, vocalization)
- Identifies book of interest based on story and or illustrations (chooses favorite book or topic)
- Listens/responds to a variety of multicultural texts read aloud
- Expresses likes and dislikes of a multicultural story (vocal, body language, facial expression, tastes ethnic foods i.e. fortune cookies, tortilla chips, mangos)
- Recognizes that symbols, pictures, and letters in the environment can be interpreted and provide us with information (identifies bathrooms, exits, warnings)
- Associates symbols, pictures, and letters with a word or idea (selects picture symbols to go with favorite books, medicine wheel for a Native American book)
- Shares information about a personal multicultural experience (makes homemade ice cream like Laura Ingalls Wilder).
- Demonstrates appropriate personal reaction to what is read, spoken, heard, or viewed
- Discriminates between same and different (igloos and houses are both homes, Muslim dress/American dress)
- Discriminates between real and fantasy, fact or fiction (fairy tales, fables, newspapers, magazines)
- Shows interest in reading by looking through multicultural or historical reading material in a purposeful manner (in class or during free time)
- Reads words that identify a familiar person, place, thing, action, or event (Abraham Lincoln, Benjamin Franklin and his kite, flight at Kitty Hawk)
- Reads materials that contain one or two word items (calendars, months that contain holidays)
- Uses knowledge of vocabulary to read words in different environments, in print, and in everyday life
- Explores a variety of worthy literary and narrative works (Caldecott books, picture books, print, auditory, or tactile/Braille).
- Creates or retells a multicultural story using picture cards
- Identifies characters in a story (historical, fables, fairy tales)
- Responds to multi-cultural literature by making personal connections between themselves and characters in a story (similar characteristics, morals, values, beliefs, interests, etc.)
- Participates in group dramatizations based on cultural stories
- Demonstrates an understanding of passages, poetry, and simple stories from other cultures and time periods
- Identifies similarities in plot, setting, and character among the works of an author or illustrator
- Distinguishes between what is fictional in a text and what is real life (fact or fiction, could this really happen?)

- Demonstrates an understanding of different cultures and time periods represented in text (elders, wars, holidays around the world, diversities)
- Compares different cultures and time periods represented in text
- Responds to literature by making text-text connections
- Responds to literature by making text-world connections
- Explains how literature can be used to better understand other time periods and events (myths, legends, Romans, Greeks)

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Recognizing, identifying, and responding to diversity in literature from different eras and cultures.** (E.R.3.1.)*

M=Motor S=Social C=Communication A=All

- Recognizes verbal and nonverbal stimuli as seen through a differential response (heart rate, affect, facial expressions etc.) [M,C]
- Identifies through attending skills to verbal and nonverbal stimuli (listens to books, plays etc.) [C]
- Responds to verbal and nonverbal stimuli (smiles, thumbs up, etc.) [C]
- Demonstrates a response to indicate recognition or identification of familiar people, surroundings, or materials (eye contact, mood change, physical changes, etc.) [S,M]
- Expresses likes and dislikes (opens eyes, smiles, change in heart rate, etc.) [A]
- Responds to presentation or changes in stimuli (touch child with vibration, child demonstrates response to removal of vibration) [M,C]
- Demonstrates a response to different vocal intonations (loud, soft, happy, mad) [M,C]
- Recognizes and responds to their own name [A]
- Demonstrates recognition of a familiar activity/sequence (initiates movement related to activity, excitement or vocalization with presentation) [M,C]
- Vocalizes different sounds to demonstrate emotions, wants, and needs [C]
- Discriminates a choice between two objects (pointing, eye gaze, assistive technology) [M,C]
- Identifies a familiar object by eye gaze, pointing, or assistive technology (when presented with a book and a bear, will look at the named item) [M]
- Accesses assistive technology to create a desired response (pushes a voice output switch to hear a story) [M,C]
- Imitates an action on an object (turning a page, playing a drum, etc.) [M]
- Manipulates a book (holds it upright, turns front to back, one page at a time) [M]

Extended Standard

E.R.3.2 Recognizing the role that authors and illustrators have in the development of literary works.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Recognizing the role that authors and illustrators have in the development of literary works.** (E.R.3.2.)*

- Completes journaling with either words or pictures
- Explains what authors do
- Explains what illustrators do
- Locates the name of the author in a book
- Locates the name of an illustrator in a book
- Transcribes pictures or words to correspond with a picture (picture to word software)
- Draws pictures to illustrate words

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Recognizing the role that authors and illustrators have in the development of literary works.** (E.R.3.2.)*

M=Motor S=Social C=Communication A=All

- Responds to auditory presentation of a book/story [S]
- Responds to visual presentation of pictures/illustrations [S]
- Explores, by touch, media associated with illustrations in a book (read a book about a bear and have a stuffed bear for student to touch) [M]
- Points out illustrations in a book [M]
- Points out words in a book [M]
- Uses assistive technology to illustrate a book (spin art, finger paint) [M,S]
- Uses assistive technology to access hearing a book [M]
- Uses assistive technology to author a personal story (copy from board with an alpha-smart) [M,C]

Extended Standards Reading

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Extended Standard

E.R.4.1. Accessing (locating) information from a variety of sources.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Accessing (locating) information from a variety of sources.** (E.R.4.1.).*

- Locates a desired picture symbol
- Understands meaning of object or picture symbol
- Demonstrates understanding of proper positioning of literacy materials (holding book upright in front of face, etc.)
- Demonstrates understanding of orientation/directionality of print (left-to-right, top-to-bottom)
- Communicates preferred mode for accessing literacy materials
- Reads/listens to unfamiliar genres
- Locates a name and phone number using an address book or phone list
- Accesses prior knowledge to make predictions and synthesize information to solve problems (Susie is walking to school with overshoes and an umbrella, what is the weather)
- Understands the relationship between cause and effect (if I do this, that will happen)
- Identifies nonfiction as informational text
- Uses picture/context cues to determine unknown words
- Generalizes use of familiar words, pictures/symbols/objects to communicate meaning and need
- Integrates an unfamiliar word/symbol into current vocabulary
- Uses resources/reference materials (dictionary, teacher) to gain meaning of new words/pictures/symbols/objects
- Identifies elements of nonfiction genre (title page, table of contents, index, glossary)
- Identifies real-life situations vs. fantasy (could this happen to you)
- Distinguishes between fact (true statement) and opinion (belief or feeling about a subject)
- Identifies resources which provide factual information (looks up a telephone number)
- Reads text/picture symbols to accurately comprehend text
- Uses vocabulary, pictures/symbols/objects to relate information about text

- Identifies the main idea and supporting details in simple expository text (Susie is walking down the block with boots and an umbrella, what type of weather is it)
- Uses appropriate sources to locate specific types of information (calendar, newspaper, encyclopedia, dictionary, atlas)
- Creates graphic organizers to predict, categorize, and sequence information (follows recipes, directions, and schedules)
- Seeks appropriate adult help when experiencing difficulties with written materials (asks teacher for directions to library)
- Draws and labels a simple map (own house, classroom, etc)
- Uses dictionary or thesaurus to gain meaning of new words, picture symbols or objects in a reading passage
- Rereads and searches to confirm obvious information and meaning
- States appropriate theme for story
- Uses reading/rereading for fluency and understanding
- Asks questions for clarification of directions or instructions obtained from text (I don't get it)
- Communicates an opinion about the reading text
- Locates details/vocabulary in text to support personal opinion

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Accessing (locating) information from a variety of sources.** (E.R.4.1.).*

M=Motor S=Social C=Communication A=All

- Demonstrates a differentiated awareness to access visual, tactile, auditory, and/or olfactory stimuli (shows a different response to mom than stranger, hospital than home) [M,C]
- Demonstrates a movement or visual response to access information [M]
- Understands meaning of a touch cue (touches foot and foot relaxes to put ankle-foot orthotics on) [M,C]
- Demonstrates the ability to discriminate/analyze differences between familiar and unfamiliar people and places
- Accesses assistive technology (single switch, step by step, voice output) to provide information [M,C]
- Demonstrates understanding of cause and effect through interactions with toys/activities [M,C]
- Demonstrates a communicative response to indicate a need for help [M,C]
- Recognizes symbols on an augmentative communication device [S,C]
- Locates or recognizes people, surroundings, or materials [M,C]
- Recognizes and responds to name [A]
- Demonstrates the ability to transition from one activity/environment to another with the use of a picture symbol, object, written word schedule [A]

Extended Standard

E.R. 4.2. Synthesizing (evaluating) information from a variety of sources.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Synthesizing (evaluating) information from a variety of sources.** (E.R.4.2.)*

- Recognizes that printed materials provide useful information
- Matches objects
- Matches pictures/complex designs
- Matches pictures to words
- Matches words to words
- Communicates prior knowledge regarding symbols/pictures
- Reads a calendar to determine the specific day of the week, month, year
- Retrieves materials specific to an activity
- Matches survival signs
- Demonstrates understanding of survival signs/words (STOP, RESTROOMS, EXIT)
- Identifies survival signs in the environment
- Follows a picture recipe to make a meal
- Identifies and describes informational and safety signs in the environment (picture cues)
- Recognizes everyday print materials that provide information (labels, newspapers, TV Guide, map, bus/movie schedules, recipe, Yellow Pages)
- Recognizes and describes patterns/purposes in a variety of informational texts
- Evaluates own performance (check work, self-monitoring of behavior)
- Monitors to self-correct miscues (I was John, should be, I saw John)
- Sorts information as it relates to a specific topic or purpose of a reading passage
- Identifies nonfiction as informational
- Identifies elements of nonfiction (Title Page, Table of Contents, Index, Glossary)
- Identifies real-life situation vs. fantasy (could this happen to you)
- Distinguishes between fact (true statement) and opinion (belief or feeling about a subject)
- Identifies resources which provide factual information (looks up a telephone number)
- Identifies the main idea and supporting details in simple expository text
- Identifies author's purpose (why did the author write this text)
- Rereads and searches to confirm obvious information and meaning
- Communicates an opinion about the reading text

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Synthesizing (evaluating) information from a variety of sources.** (E.R.4.2.)*

M=Motor S=Social C=Communication A=All

- Demonstrates attention to visual, tactile, auditory, and olfactory stimulus through verbal or non-verbal means [M,C]
- Demonstrates a verbal or non-verbal response to visual, tactile, auditory, and olfactory stimulus [M,C]
- Understands meaning of a touch cue (Touch foot and relaxes foot to put ankle-foot orthotics on) [M,C]
- Discriminates between familiar and unfamiliar people and places (has a different reaction to mom than stranger, hospital than home) [M,C]
- Demonstrates necessary pre-reading behaviors (prepares for headphones, turns to listen, looks at screen or reader) [M,C]
- Demonstrates the ability to attend to print media (looks at books, pictures, magazines etc.) [M,C]
- Demonstrates understanding that environmental print, pictures, symbols and objects have meaning [A]

Extended Standard

E.R. 4.3. Utilizing information from a variety of sources.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Utilizing information from a variety of sources.** (E.R.4.3.)*

- Demonstrates understanding that environmental print, pictures, symbols, and objects have meaning
- Matches objects
- Matches pictures/complex designs
- Matches words
- Communicates prior knowledge regarding symbols/pictures
- States daily rules
- Reads a calendar to determine the specific day of the week, month, year
- Retrieves materials specific to an activity
- Follows directions in pictorial format
- Helps plan a trip with family and friends
- Identifies the appropriate materials/resources needed to explore specific topics

- Demonstrates understanding of survival signs/words (STOP, RESTROOMS, EXIT)
- Matches warning, informational and safety signs with picture clues
- Recognizes and role-plays functional meaning of survival signs (STOP, EXIT, and DANGER)
- Evaluates own performance (checks work, self-monitoring of behavior)
- Relates personal experience related to reading topic
- Uses a variety of resources (computer, book, object, picture, symbol, dictionary, spell check, word prediction program) to answer questions about a reading passage
- Sorts information as it relates to a specific topic or purpose of a reading passage
- Uses prior knowledge to communicate and make connections to gain meaning from text
- Uses pictures and context to determine unknown words
- Uses familiar words, pictures/symbols/objects to communicate meaning and need
- Integrates unfamiliar words and symbols into current vocabulary
- Uses resources/reference materials to gain meaning of new words/pictures/symbols/objects (resources and references = dictionary, teacher)
- Distinguishes between fact (true statement) and opinion (belief or feeling about a subject)
- Reads texts/pictures/symbols to accurately comprehend text
- Uses vocabulary/pictures/symbols/objects to retell information about text
- Identifies the main idea and the supporting details in simple expository text (Suzie is walking down the block with boots and an umbrella,. what type of weather is it)
- Uses appropriate sources to locate specific types of information (calendar, newspaper, encyclopedia, dictionary, atlas)
- Creates graphic organizers to predict, categorize, and sequence information (following recipes, directions, schedules)
- Draws and labels a simple map (own house, classroom, etc.)
- Uses dictionary or thesaurus to gain meaning of new words, picture symbols, or objects in a reading passage
- States appropriate theme for story
- Uses reading/rereading for fluency and understanding
- Asks questions for clarification of directions/instructions obtained from a text
- Communicates an opinion about the reading text

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Utilizing information from a variety of sources.** (E.R.4.3.)*

M=Motor S=Social C=Communication A=All

- Utilize a switch to access desired response from a source [M,C]
- Responds to visual, tactile, auditory, or olfactory stimuli (laughs, frowns, cries) [C,S]
- Demonstrates a response to indicate “more” of a desired activity [A]
- Demonstrates the ability to access assistive technology (single switch, step-by-step, voice output) to provide information [M,C]
- Attends to the reader and literacy-related materials in a purposeful manner (follows the story) [S]
- Attends to pictures/symbols/objects pertinent to a story (points to pictures) [S]
- Follows a story from beginning to end [S]
- Transitions from one activity/environment to another with the use of a picture symbol, object, written word schedule [M,C]
- Uses pictures/symbols/objects to communicate abstract meaning (touches switch/key or picture/objects to make a request) [A]

South Dakota Math Goals and Indicators

Extended Standards Algebra

Goal 1: Students will use the language of algebra to explore, describe, represent, and analyze number expressions and relations that represent variable quantities.

Indicator 1: Use procedures to transform algebraic expressions

Indicator 2: Use a variety of algebraic concepts and methods to solve equations and inequalities

Indicator 3: Interpret and develop mathematical models

Indicator 4: Describe and apply the properties and behaviors of relations, function and inverses

Extended Standards Geometry

Goal 2: Students will use the language of geometry to discover, analyze, and communicate geometric concepts, properties, and relationships.

Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures

Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives

Extended Standards Measurement

Goal 3: Students will apply systems of measurement and use appropriate measurement tools to describe and analyze the world around them.

Indicator 1: Apply measurement concepts in practical applications

Extended Standards Number Sense

Goal 4: Students will develop and use number sense to investigate the characteristics of numbers in a variety of forms and modes of operation.

Indicator 1: Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers

Indicator 2: Apply number operations with real numbers and other number systems

Indicator 3: Develop conjectures, predictions, or estimations to solve problems and verify or justify the results

Extended Standards Statistics and Probability

Goal 5: Students will apply statistical methods to analyze data and explore probability for making decisions and predictions.

Indicator 1: Use statistical models to gather data, analyze and display data to draw conclusions

Indicator 2: Apply the concepts of probability to predict events/outcomes and solve problems

Guide to the Numbering and Symbol System Used with the Extended Math Alternate Achievement Standards

Standards are coded to cross reference strands, indicators, and standards

Example: **EA.1.1**

EA.1.1 Refers to the extended standard goal strand (in this case Extended Algebra). The strands for the major area of mathematics are: algebra, geometry, measurement, number sense, statistics, and probability. The strands are coded:

A for Algebra

G for Geometry

M for Measurement

N for Number Sense

S for Statistics and Probability

EA.1.1 The first number indicates the number of the indicator for the extended math standard. Each goal has one or more related indicators that describe key aspects of the goal.

*It should be noted that the indicators may have been reworded from the core content standards to capture the **essence** of the indicator across grade levels rather than being defined as grade specific. This allows for the flexibility of placement within the content standard while honoring the diverse needs of the individual student.*

EA.1.1 The second number in the coding represents the **standards, supporting skills**, or **examples** related to the indicator. Each indicator has one or more standard, supporting skill or example that describes what students will know and be able to do related to the indicator. They are aligned to the goal and are listed in order of complexity that can be used to determine an **entry point** for a student based on present level of performance. An IEP team then can use the supporting skills and examples to determine the next level of progress for the student which then becomes the basis for the assessment of the student for a given assessment period.

In other words; IEP team uses the supporting skills, and examples under each indicator to determine **where the student is** at the beginning of the school term, **where the student may be reasonably taken through instruction** during the school term, and thus **determines the assessment item for progress reporting and assessment reporting**.

Extended Standards Algebra

Goal 1: Students will use the language of algebra to explore, describe, represent, and analyze number expressions and relations that represent variable quantities

Indicator 1: Use procedures to transform algebraic expressions.

Extended Standard

E.A.1.1. Recognize, create and extend pattern

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Recognize, create and extend pattern.** (E.A.1.1)*

- Uses same/different to describe objects or pictures (small, medium, large (food sizes, restaurant), clothing sizes)
- Matches identical simple pictures of objects (matches money, socks, silverware, etc.)
- Matches/Sorts attributes using objects or pictures (money, socks/laundry, names to pictures (staff/students))
- Matches/Manipulates objects and pictures to create sets and make comparisons between sets. (toothbrush/toothpaste salt/pepper above/under)
- Sorts blocks, identifies colors and puts into correct pile; vocational tasks, money
- Compares sets of objects to determine more, less or equal (uses various objects to show more, less, equal)
- Indicates two sets of objects, identifies which is more, less or equal (food, measuring systems)
- Recognizes plus or minus symbols (uses +/- manipulatives)
- Uses comparative words to describe or show understanding of objects or pictures (<, >, =, symmetry, +, -, *, /)
- Recognizes and creates a variety of sets and patterns using symbols (\$\$\$ > \$\$)
- Identifies symbols used in common situations (survival signs)
- Demonstrates techniques used in adding (checkbook register, total value of merchandise, ordering food)
- Demonstrates techniques used in subtracting (checkbook register, menu, working towards counting change back)
- Solves simple problems involving multiplication and division without a calculator ($2 \times 3 = 6$, $6/3$)
- Recognizes and uses the communicative property of multiplication ($3 \times 2 = 6$ $2 \times 3 = 6$)
- Identifies which is more, less or equal when given two sets of numerals ($4 > 3$)
- Uses concepts of greater than, less than to compare numbers and sets ($4 > 2$, $\$5.00 < \20.00)
- Applies/uses the zero and one in a problem situation with or without a calculator
- Uses addition $1+0$; Uses subtraction $1-0$, $1-1$; Uses multiplication 1×0 , 1×1 ; Uses division $0/1$, $1/1$
- Supplies missing numbers to solve mathematical problems ($(\quad) + 4 = 9$)

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Recognize, create and extend pattern.** (E.A.1.1)*

M= Motor

S=Social

C=Communication

A=All

- Tolerates objects with tactile stimulation (reaches for specific objects of different textures, allows self to be touched) [M]
- Tolerates schedule/routines incorporated throughout the day (class bells, variety of stimuli throughout the day, different staff and student interaction, schedule change) [S]
- Hits switch to activate computer programs, music, adapted equipment (computer programs, stories on tape, blender, mixer) [M]
- Indicates clothing choice for each day (when getting ready for school, the student will be given two choices of a shirt and pants to wear for that day) [C]
- Determines more or done to extend a pattern or repeat a task (eating, work tasks) [C]
- Recognizes patterns using basic colors – yellow, blue, red, black, white (objects, food, clothing, crayons, markers) [M]
- Recognizes patterns in voices or specific sounds (recorded voices, animal sounds, telephone, class bells, using colors/pictures the student can sort with assistance) [C]

Indicator 2. Use a variety of algebraic concepts and methods to solve equations and inequalities.

Extended Standard

E.A.2.1. Use of inequalities/equalities (properties, variables, symbols)

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Use of inequalities/equalities (properties, variables, symbols).** (E.A.2.1)*

- Uses concrete materials to model and solve equations (classifying, sorting, patterning) (Putting a puzzle together, uses beads to follow patterns, sorts silverware, sorts nuts/bolts(job tasks), follows a schedule or routine/pattern, workbaskets)
- Joins two sets together and identifies the total number (sums to 10) (counting pennies, clock counting by 5,s and minute hand)
- Removes objects from a set of objects and indicates number remaining (Use raisins or other objects)
- Solves addition and subtraction problems using number lines (create number lines, use objects to numerals)
- Identifies the meaning of +, -, and = signs

- Uses +, - and = symbols to write number sentences and solve problems (Create =, -, + manipulatives when working with number sentences.)
- Identifies key terms in word problems to determine the correct operation and solve the problem (know key terms, make note cards, addition: more than, sum, all together, in all, subtraction: Less than, minus, are left, take away, fewer than, equal: same as)
- Identifies problem situations that require addition and subtraction (shopping, budgeting, net/gross pay, eating out, recreation)
- Determines correct sequence and materials to complete an assembly line task
- Identifies and solves problem situations that match or do not match a given number sentence (real life story problems)
- Uses tables to model and solve equations with the use of a visual representation, graph, completes a problem (cooking, craft, re-arranging furniture, designing)
- Identifies relevant and irrelevant information in the statements of problem situations (social situations/problems, grocery store, rules/criminal justice (stealing, cheating), car accident, home care (bills))
- Demonstrates the ability to problem solve skills needed for specific environment and activities
- Writes and solves number sentences that represent word problems in addition and subtraction (determines negative and positive situations (pros/cons))
- Represents given problem situations using a diagram, model and symbolic expression (crafts, mechanics, Venn Diagram, Web chart, home accessories, assemble furniture, quilting)

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Use of inequalities/equalities (properties, variables, symbols)**. (E.A.2.1)*

M= Motor

S=Social

C=Communication

A=All

- Puts items away in the correct location [M]
- Demonstrates an action in order to continue an activity [M, C]
- Continues to respond to vocal directions [M, C]
- Repeats imitation activities (make equal number of sounds, blocks) [M]
- Repeats requested movement (hits switch on cue) [M]
- Tolerates environmental changes (weather, schedule changes, noises) (variables) [M]

Indicator 3: Interpret and develop mathematical models.

Extended Standard

E.A.3.1. Interpret and develop relationships between one to two step problems

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Interpret and develop relationships between one to two step problems.** (E.A.3.1)*

- Divides a given a set of objects into equal groups. (Workbaskets)
- Solves a one-step problem ($2+2=4$ $2*3=6$)
- Follows simple directions (washes hands, zips pants, stays on task)
- Problem solves multiple steps to complete a task (hand-washing, workbaskets, assembly line, social issues, job duties, health situations, set-up appointments)
- Checks for accuracy after completing a task (kitchen appliances: silverware, pot holders, check off list, shopping/grocery list, receipts: counting change back, school work: calculator, planners)
- Problem solves that they need help (safety skills: fire, accidents, emergency situations, cuts, low lunch account, getting gas)
- Demonstrates responses appropriate to specific safety/survival skills
- Identifies positive and negative integers
- Solves problems with positive and negative integers
- Follows the order of operations (note cards showing steps)
- Solves one step equation ($-3x=15$)

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Interpret and develop relationships between one to two step problems.** (E.A.3.1)*

M= Motor

S=Social

C=Communication

A=All

- Completes different steps within a multiple component activity (story time, opening activities: calendar, pledge allegiance) [C]
- Indicates done after a task [C]
- When completed with one activity initiates a new activity
- Completes a multi-step work task
- Matches the patterns in pictures, objects, numbers, shapes (concentration, memory) [M]

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Indicator 4: Describe and apply the properties and behaviors of relations, function and inverses

Extended Standard

E.A.4.1 Using patterns to solve problems (graphs, tables, equations)

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Using patterns to solve problems (graphs, tables, equations)**. (E.A.4.1)*

- Graphs, plots or marks numbers on a number line
- Follows a patterned response (raises hand, lines up at the door, sharpens pencil)
- Recreates manipulative patterns (unifix cubes, parquetry, tangrams, Legos. Lincoln Logs, puzzle, model cars)
- Charts simple data (tallies, attendance)
- Locates a specific item within a given pattern (Where's Waldo?)
- Negotiates their way around a familiar environment (finds the bathroom, locates items in a grocery store)
- Enters a number sequence into a key pad (phone numbers, ATM, door key pads)
- Matches key to correct key hole
- Laces shoes
- Charts data to solve problems or complete a task (behavior management, charting grades in each class, filling out planners)
- Determines a pattern within an alternate representation (calendar, number line)
- Follows written directions to a certain destination (reads a map, follows a schedule, follows a recipe, determines bus route)
- Plans/schedules for group gatherings/special events (meals, holidays, parties)
- Plans leisure or travel activities (cost, time off, travel time, movies, trip to grandma's)
- Uses pictures, models, tables, charts, graph words, number sentences and mathematical notations to interpret mathematical relationships (grows plants, develops science experiments, uses time cards, follows a calendar to pay bills)
- Identifies symbols to understand charts/graphs (north, south, east, west, maps)
- Reads tables and graphs (maps, quadrants, bar graph, pie graph, plot graph)
- Responds to yes or no questions and to problems presented pictorially or numerically in class (bar graphs, picture graphs, pie graphs)

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Using patterns to solve problems (graphs, tables, equations)**. (E.A.4.1)*

M= Motor

S=Social

C=Communication

A=All

- Understands the effects of change by recognizing the cause/effect between two elements (hits switch, number appears on screen) [M]
- Recognizes staff and students by hearing their voice or pictures [C]
- Identifies staff and students through pictures, pointing, eye gaze [M, C]
- Follows visual directions (daily schedule, work duties) [C]

Extended Standards Geometry

Goal 2: Students will use the language of Geometry to discover, analyze and communicate geometric concepts, properties, and relationships.

Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures.

Extended Standard

E.G.1.1. Characterizes geometric shapes

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Characterizes geometric shapes**. (E.G.1.1)*

- Points to the six basic shapes (circle, square, triangle, rectangle, ellipse, diamond)
- Identifies the six basic shapes (circle, square, triangle, rectangle, ellipse, diamond)
- Names the six basic shapes (circle, square, triangle, rectangle, ellipse, diamond)
- Describes the six basic shapes (circle, square, triangle, rectangle, ellipse, diamond)
- Identifies plain figure (circle, triangle, rectangle)
- Identifies solid figures (balls, cans)
- Names more complex shapes by name (star, semi-circle, oval)
- Matches more complex shapes by pattern (Perfection game)
- Names shapes of environmental objects (balls, party hats, soup cans)

- Identifies and describes examples of plain and solid figures in the environment (ball = sphere, soup can = cylinder)
- Recognizes safety signs by shape and/or symbol
- Recognizes safety signs by color and shape
- Recognizes community signs by shape and/or symbol
- Recognizes community signs by color and shape
- Identifies and describes geometric objects in the environment and describes their position (Identifies stop sign on a walk)
- Identifies geometric figures regardless of position and orientation in space.
- Identifies sides and corners of a solid/plane figure (points to a corner/sides of a rectangle or wall)
- Identifies and describe angles (acute, right, obtuse)
- Identifies multiple sided figures
- Identifies points, lines segments and rays
- Identifies parallel, perpendicular, and intersecting lines

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Characterizes geometric shapes**. (E.G.1.1)*

M= Motor

S=Social

C=Communication

A=All

- Recognized the properties of a predetermined object by demonstrating visual and/or tactile attention to an object (looks at or touches a specific shape) [M]
- Matches pairs of similar shapes of different sizes using a switch-operated program

Extended Standard

E.G.1.2. Works with geometric shapes

Target Skills

*Target Skills for some student, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Works with geometric shapes**. (E.G.1.2.)*

- Demonstrates a fit or match to a predetermined corresponding object or form with hand over hand assistance (peg board, puzzle boards, circle to a circle)
- Demonstrates a fit or match to a predetermined corresponding object or form independently (peg board, puzzle boards, circle to a circle)
- Matches corresponding geometric figures with multiple discriminators (various sizes, shapes, matches shapes into a ball, puzzles)
- Places geometric piece in form-board (shape puzzles)
- Traces/draws plane geometric figures (square, rectangle, circle, & triangle)
- Traces simple two-dimensional shapes
- Matches shapes (circle, triangle, and square)
- Matches similar shapes of different size and color
- Matches shapes with corresponding symbols and shapes in the environment (community sign games or community bingo)
- Matches lid with containers
- Sorts blocks, pegs, cubes and spheres
- Sorts six shapes (square, triangle, circle, rectangle, ellipse and diamond)
- Compares and sorts plane and solid figures (circle/sphere, square/cube, triangle/pyramid, rectangle/rectangular solid)
- Draws a line
- Draws a horizontal lines, vertical lines and plus sign independently with and without demonstration
- Connects dots with lines (dot to dot)
- Constructs shapes using various materials (legos)
- Assembles puzzles of various amounts

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Works with geometric shapes**. (E.G.1.2)*

M= Motor

S=Social

C=Communication

A=All

- Visually attends to geometric visual stimuli [M]
- When an object is placed in hand moves object to a specific location [M]

- Reaches for a geometric shape [M]
- Demonstrates a release of an object into a specific location [M]

Indicator 2 – Use properties of geometric figures to solve problems from a variety of perspectives.

Extended Standard

E.G.2.1. Applying relationships in geometric figures

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Applying relationships in geometric figures**. (E.G.2.1)*

- Describes proximity of objects in space (near, far, up, down)
- Understands the position of objects in relation to one another by placing an object in response to a direction (in front of, behind)
- Identifies by eye gaze which of two similar objects is larger
- Identifies (by eye gaze, pointing, verbally labeling) the shortest route between two points using the legend a map
- Indicates an understanding of more/less, big/bigger/biggest, little/littler/littlest, and large/larger/largest
- Determines ways in which shapes can be divided into equal parts (halves, quarter, thirds)
- Folds paper in half
- Tri-folds paper
- Sorts material by size and/or shape needed for a group project
- Stocks storage shelves (groceries, auto parts) with items by shape or symbols
- Places items in appropriate size containers (leftovers, putting toys away, workbaskets)
- Indicates when cup is full/half-full/empty
- Arranges personal items in specified space (furniture, tools, etc.)
- Knows neighborhood boundaries
- Determines if personal wheelchair will fit through a space
- Compares size and quantity of products purchased
- Constructs shapes using various materials provided
- Identifies a slide turn or flip of a given figure
- Determines and compares lines of symmetry
- Demonstrates special relationships
- Compares geometric figures using congruency and similarity
- Uses coordinates on a grid to find locations

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Applying relationships in geometric figures**. (E.G.2.1)*

M= Motor

S=Social

C=Communication

A=All

- Recognizes different times of day with associated activity [M]
- Realizes their body's movement in space (awareness of hoyer transfer or lift) [M]
- Demonstrates awareness response to another person's presence [M, S]
- Demonstrates awareness of familiar and unfamiliar persons [M, S]

Extended Standards Measurement

Goal 3: Students will apply systems of measurement and use appropriate measurement tools to describe and analyze the world around them.

Indicator 1: Apply measurement concepts in practical applications.

Extended Standard

E.M.1.1. Understands concepts of time

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Understands concepts of time**. (E.M.1.1)*

- Follows a routine
- Follows a picture symbol schedule
- Stays on task for a predetermined amount of time (behavior goals, vocational tasks)
- Completes a task in a predetermined amount of time
- Identifies seasonal changes
- Communicates what day today is, what tomorrow will be and what yesterday was
- Identifies days of week, month, & year
- Tells age correctly
- Identifies month and season of common holidays
- Tells which is longer, a minute, hour, day, week, month, and year
- Uses a timer to keep track of activities (behaviors, cooking, vocational skills)
- Reads and tells time on an analog and/or digital clock
- Writes dates in various forms
- Completes a weekly schedule (work days, shopping days, school activities, homework)
- Reads the clock in order to arrive at his job on time
- Uses a time clock correctly

- Shows up to work on time
- Takes work breaks for an appropriate amount of time
- Calculates number of hours worked
- Estimates amount of paycheck based on hours worked and hourly rate
- Uses a timer when cooking
- Uses a microwave (sets time)
- Sets a dryer to the correct time
- Requests when it is time to take medications
- Uses an alarm or device to signal medication time
- Uses resources (newspaper, tv guide, internet) to determine time of television show
- Uses resources (newspaper, call theatre, internet) to determine time of movie
- Uses resources (bus schedule, call bus depot) to determine a bus schedule

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Understands concepts of time.** (E.M.1.1)*

M= Motor

S=Social

C=Communication

A=All

- Opens eyes (reacts) to an alarm clock or/and stimulus [M]
- Recognizes change in environment (time to eat, gym, time to sleep, music room) [M]
- Associates environmental cues with daily activities from daily schedule (toothbrush to mouth) [C]
- Uses an alarm clock to get up at a designated time [M, C]

Extended Standard

E.M.1.2. Understands concepts of money

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Understands concepts of money.** (E.M.1.2)*

- Identifies coins
- Identifies bills
- Demonstrates knowledge of penny, nickel, dime, & quarter

- Demonstrates knowledge of bills (\$1, \$5, \$10 & \$20 etc.)
- Identifies, sorts and names coins/bills and their values (penny = \$.1, Dollar = \$1)
- Demonstrates equivalent amounts of money (4 quarters = \$1, 5 pennies = 1 nickel)
- Counts money of same values (counts nickels by 5's, dimes by 10's etc.)
- Counts money of different values (counts nickels, dimes, quarters in mixed groups)
- Uses a calculator to add money amounts
- Provides money, when requested, for purchasing an item or service (vending machines, pop machines, city bus, laundromat)
- Identifies the correct bus fare from a pool of coin
- Uses the "Dollar Up" method to determine the amount of money needed to purchase an item
- Determines amount of money needed to purchase an item and purchases it
- Recognizes, reads and writes prices of items
- Saves money or tokens to purchase an item (behavior interventions – save 10 tokens to get a pop)
- Uses ads to find sales on groceries or needed items at a store
- Uses coupons to save money on needed purchases
- Clips newspaper ads involving money to make a shopping list and compute how much money is needed
- Compares products to determine the best value (sales vs. non-sales, generic vs. brand name)
- Determines appropriate quantity of needed items (one bottle of shampoo, size of peanut butter)
- Endorses paychecks
- Understands components of a paycheck (hourly wage, taxes, benefits)
- Estimates the amount of paycheck based on salary and attendance
- Fills out a deposit slip for savings account
- Uses addition for a deposit with savings account
- Uses subtraction when withdrawing money from savings account
- Writes a check or designates someone to write a check (if someone is designated to write check it must be someone who is trustworthy)
- Uses addition for a deposit when balancing (checking account)
- Uses subtraction for a written check when balancing accounts
- Uses an ATM Machine
- Swipes card
- Enters ATM code
- Receives money
- Reads a bill (utilities, rent etc.)
- Pays a bill (utilities, rent etc.)
- Understands how to use dollar sign and cent sign (\$.24 = 24¢)

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Understands concepts of money.** (E.M.1.2)*

M= Motor

S=Social

C=Communication

A=All

- Operates a switch for a greeting or getting assistance with a purchase [A]
- Demonstrates a recognition of money (make personal choice between two items when making a purchase) [M, C]
- Demonstrates a differential response in making a choice in a purchase (smiles, grins, keeps eye contact, increased respiration, decreased respirations) [A]

Extended Standard

E.M.1.3. Measurement, volume, capacity

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Measurement, volume, capacity** (E.M.1.3)*

- Indicates when cup is full or empty
- Points to the smaller/larger of two different objects
- Demonstrates concept of long/short, big/tall
- Determines appropriate sizes for clothing, shoes, & undergarments
- Wears appropriate clothing for temperature (boots in snow, short for summer)
- Wears appropriate shoes for temperature (sandals, tennis shoes, snow boots)
- Applies appropriate amount of deodorant
- Determines appropriate amount of toothpaste
- Fills sink to appropriate level for washing dishes
- Fills bathtub to appropriate level for taking a bath
- Washes hands with warm/hot water
- Uses appropriate amount of soap (body, laundry, dish soap)
- Identifies measuring cups and spoons (1/2 cup, 1/3 cup, 1 cup, teaspoon, tablespoon)
- Chooses appropriate measuring tool to measure an object (scale, ruler)
- Fills and uses measuring cups correctly
- Follows a recipe using correct measuring tools and amounts
- Doubles a recipe containing (6) ingredients
- Measures ingredients for a recipe by counting the appropriate number of tbs., and/or cups
- Compares and orders a group of objects by measurable attributes (length, weight capacity, volume)
- Fills containers to appropriate levels (Tupperware, makes juice in the right size container)
- Picks the correct size of an item to fit into a particular container

- Writes and reads abbreviations of inch, foot, cup, teaspoon, yard, equivalents
- Converts measurement (inches to feet)
- Sets water temperature on a washing machine
- Fills washing machine to appropriate level (does not over load)
- Sorts laundry by colors (light, bright, darks)
- Sets dryer to appropriate temperature (permanent press, delicate)
- Determines if a wheelchair will fit into a space
- Orders small or large items at a restaurant
- Orders appropriate amount in a restaurant setting
- Places and carries items on cafeteria trays or eats at buffets
- Uses appropriate size linen to make a bed
- Knows when an object is too heavy to lift alone
- Determines if furniture will fit into a room
- Knows how to read own weight on a scale
- Identifies, marks a given temperature and reads a thermometer.
- Uses school map to get to different areas of school (office, nurse, bathroom, cafeteria)
- Uses school map to get to safety (fire drill, tornado drill, bomb drills)
- Solves problems involving perimeter, circumference, and/or volume of common geometric figures
- Measures length to the nearest quarter inch
- Selects correct measuring tool for length, weight, temperature, and capacity

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Measurement, volume, capacity.** (E.M.1.3)*

M= Motor

S=Social

C=Communication

A=All

- Demonstrates appropriate responses to change in room temperatures [M]
- Demonstrates appropriate response in environmental temperatures (summer and winter temps) [M]
- Demonstrates recognizable changes in water temperature (swimming pool, bath, washing face & hands) [M]
- Tolerates/distinguishes different temperatures in food and drink [M]
- Communicates when something is too hot or too cold by reaction to the stimulus (eye contact, movement, yell) [M, C]
- Tolerates different consistencies of foods (chopped, pureed, cut) [M]
- Tolerates different consistencies of drinks (thickness) [M]
- Tolerates different weight of clothing (t-shirt for hot, sweater for cold) [M]
- Tolerates different textures of clothes (smooth, itchy, silky etc.) [M]
- Allows face/hands to be washed (allows someone in personal space) [M]
- Uses a communication device (allows for interaction while participating) [M,C]

- Allows deodorant to be applied [M, S]
- Moves close enough to a switch to activate [M]

Extended Standards Number Sense

Goal 4: Students will develop and use number sense to investigate the characteristics of numbers in a variety of forms and modes of operation.

Indicator 1: Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of values, magnitude, and relative magnitude of real numbers.

Extended Standard

E.N.1.1 Identify, Represent, Order and Compare Numbers

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Identify, represent, order and compare numbers.** (E.N.1.1)*

- Imitates pronunciation of numbers and mathematical terms
- Demonstrates the concept of none or some
- Demonstrates one on one correspondence in grouping items with picture cues (matches 2 bolts to a picture of 2 bolts)
- Counts objects in a given set and write the corresponding number (visual 3 shapes equal 3)
- Transfers written number to key board or pad (phone, or ATM)
- Puts one object into container (one counter into container or one egg into each compartment of egg container)
- Groups/sorts objects into containers
- Participates in turn taking activities (first, second)
- Matches like objects (block to block)
- Recites personal information
- Writes check using expanded word form and symbols
- Transcribes personal numerical information
- Locates a page in book using page numbers
- Locates sections in newspaper (B6, D5)
- Counts by ones
- Says the number before and after a given number in a range

- Associates written word names with whole numbers
- Counts by number groups (2's, 5's, 10's)
- Identifies odd and even numbers
- Determines whether a set of objects has an odd or even number of elements
- Matches, identifies, and orders numerals 1-10, 10-20
- Identifies/points to /names numerals out of sequence (1-10, 10 and greater)
- Traces numerals
- Writes random numerals from dictation
- Prints numerals 1-3, 1-9, and 1-20 with/without a model
- Writes numerals in sequence to 100 with/without a model
- Demonstrates difference between first, middle, and last
- Identifies ordinal positions of objects in a set (1st, 2nd, 3rd) to 20th or higher
- Counts on from a given number
- Demonstrates an ability to ascertain quantity without counting (1-6) (estimation)
- Demonstrates understanding of commutative property (when numbers are rearranged number/weight/mass still the same)
- Compares size and/or quantity (big, little or small, medium, large)

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Identify, represent, order and compare numbers.** (E.N.1.1)*

M= Motor

S=Social

C=Communication

A=All

- Responds to counting sequence before initiating next step activity (countdown to feeding, eating) [M, C]
- Demonstrate visual and or tactical exploration of 3 dimensional numbers (foam, fur, etc.) [M]
- Demonstrates differential response when taken through counting activity (Nods head while teacher is counting) [M, C]
- Accesses switch to participate in counting activity when provided with switch [M, C]
- Presses on switch one time (as directed) to create action (instead of pressing it many times in succession) [M]

Extended Standard

E.N.1.2 Understand concept of place value, demonstrate an understanding of real numbers and fractions

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Understand concepts of place value, demonstrate an understanding of real numbers and fractions.** (E.N.1.2)*

- Shares objects equally
- Identifies if object is a whole object or a part of an object ($\frac{1}{2}$ sandwich-whole sandwich)
- Manipulates objects to make 2 objects from 1 (whole pizza cut in half, put toys together)
- Interlocks puzzle pieces to create whole picture
- Completes 2 or 3 step assembly line task
- Package by quantity (group 10 soup labels)
- Splits objects into two or three equal parts
- Assembles parts of a task to make a whole (sets table, retrieves gym clothes, sets out art supplies, prepares for recess)
- Groups objects in sets of tens up to 100
- Divides discrete objects (such as pieces of candy) into $\frac{1}{2}$
- Demonstrates an understanding of proportional relationships using manipulatives ($\frac{1}{2}$ of pizza is larger than $\frac{1}{4}$, $\frac{1}{2}$ of ten inch pizza is larger than $\frac{1}{2}$ of six inch pizza)
- Divides a continuous object (such as a piece of paper or a board) into $\frac{1}{2}$
- Divides a whole unit into a required number of parts
- Divides whole units into equal portions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{10}$)
- Recognizes that fractions and decimals are part of a whole
- Compares and orders common fractions using concrete materials ($\frac{1}{4}$ to $\frac{1}{2}$ of cookie)
- Uses models to demonstrate addition and subtraction of fractions
- Compares and orders fractions and decimals on a number line
- Shows quantity in different ways, using tens and ones
- Understands that a 2 digit number is made up of groups of tens and ones
- Identifies place value in two digit numbers
- Uses pictures or objects grouped in 10's and 1's writes numbers using correct place value
- Represents two digit numbers up to 100 in an expanded form
- Follows a picture recipe to make a meal
- Demonstrates place value by grouping objects by 10's and 1's
- Orders a set of numbers based on value
- Uses and interprets negative numbers in simple contexts (thermometer)
- Uses number lines to represent negative numbers

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Understand concepts of place value, demonstrate an understanding of real numbers and fractions.** (E.N.1.2)*

M= Motor

S=Social

C=Communication

A=All

- Indicate when cup is full, half- full, empty. Drinks half the glass of milk [M]
- Differentiates between whole and half. Eats the whole sandwich [M]
- Demonstrates participatory responses (in seat, on task, attending) during part of activity to whole activity [A]
- Demonstrates knowledge of whole. Swallows entire sip or bite [M]

Indicator 2: Apply number operations with real numbers and other number systems.

Extended Standard

E.N.2.1 Apply and Compute four basic mathematics concepts (addition, subtraction, multiplication, division)

Target Skills

*For some student, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Apply and compute four basic mathematics concepts (addition, subtraction, multiplication, division).** (E.N.2.1)*

- Adds things to containers when directed
- Takes things away from containers when directed
- Demonstrates an understanding of addition as adding to a collection
- Demonstrates an understanding of subtraction as taking away from a collection
- Forms sets of objects of up to ten
- Completes tasks in sequential order
- Identifies situations in which the order of events makes a difference and situations in which the order does not make a difference (difference: when taking a bath: clothes off before getting in water; no difference: ham or cheese first on a sandwich)
- Demonstrates understanding of some/more/take away/all gone/no more
- Translates written number to a set of objects, combine sets of objects, count objects
- Chooses the correct operation to the situation (needs more or less milk)
- Connects symbols to operations (uses calculator)
- Adds (puts together), subtracts (takes away) using the numbers 1, 2, 3
- Joins sets together and identifies the total number
- Removes objects from a set and indicates number remaining
- Uses concrete materials to compute addition problem

- Uses alternate computational strategies for addition and subtraction (addition table, calculator)
- Enters numbers correctly on calculator/write numbers correctly
- Adds two numbers together to find sums
- Illustrates the concept of multiplication using groups of objects
- Illustrates the concept of division using groups of object
- Adds one digit numbers written in vertical or horizontal form
- Uses +, -, and = symbols to write number sentences and solve problems
- Subtracts numbers in both vertical and horizontal form
- Solves two-and three-digit addition and subtraction problems with or without regrouping
- Multiplies/divides 1, 2, and 3 digit numbers using a calculator
- Learns and uses basic multiplication/division using concrete models and other tools

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Apply and compute four basic mathematics concepts (addition, subtraction, multiplication, division).** (E.N.2.1)*

M= Motor

S=Social

C=Communication

A=All

- Repeats an action to continue an activity (hits switch to reactivate music) [M, C]
- Demonstrates a response to indicate an activity has ended or is done (hits switch and music stops) [M, C]
- Demonstrates a grasp to hold an object [M]
- Demonstrates a release to let go of an object [M]

Indicator 3: Develop conjectures, predictions, or estimations to solve problems and verify or justify results.

E.N.3.1 Use various strategies to solve problems

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Use various strategies to solve problems.** (E.N.3.1)*

- Determines appropriate amount for size of container (cereal in bowl, towels in load)
- Negotiates obstacles in environment (wheelchairs through doorways, door closed)
- Predicts appropriate clothing for weather conditions
- Uses visual schedule to predict when a favorite activity will occur
- Demonstrates problem solving skill to manipulate concrete objects for desired result (turn on light in dark room, adjust water temperature)
- Solves a one step problem (turns knob to go out, knocks before entering, changes class at sound of bell)
- Explains how one arrives at solutions to problems using concrete examples (Boys Town Model)
- Demonstrates the ability to determine the number of objects within a set/group
- Adds objects to a group until it matches an original grouping
- Identifies more or less
- Uses a quantitative label when making a guess (a bunch, a gazillion, seventeen)
- Identifies a reasonable quantity when guessing the amount in a given set
- Predicts outcome based on available information (if, then)
- Applies knowledge of probability to predict an outcome of an event
- Understands different combinations can be made when using elements from different set (2 shirts, 2 pants= 4 different outfits)
- Forms all distinct combinations with limited number of items (makes sure all objects are used)
- Explains how to solve picture problems
- Explains how to solve story problems
- Solves picture problems
- Solves story problems
- Identifies required math operation in a simple problem situation (addition, subtraction, multiplication and division)
- Solves story problems involving multi-step operations
- Rounds whole numbers to the nearest ten, hundred, thousand, etc.
- Uses rounding strategies to make estimates, including money
- Chooses whether an estimate or exact amount is needed in a given situation
- Determines when overestimation and underestimation are appropriate (buys objects and has enough for tax, cooks for a group)

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Use various strategies to solve problems.** (E.N.3.1)*

M= Motor

S=Social

C=Communication

A=All

- Demonstrates the ability to activate a switch/devise to produce a predictable response [M,C]
- Demonstrates a recognizable means to obtain a person's attention (verbal, nonverbal means) [M, C]
- Represents problem situations using concrete objects (demonstrates movement of area of body to express discomfort) [M, C]

Extended Standards Statistics and Probability

Goal 5: Students will apply statistical methods to analyze data and explore probability for making decisions and predictions.

Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions.

Extended Standard

E.S.1.1 Gather and Organize Data

Target Skills

*Target Skills for some student, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Gather and organize data.** (E.S.1.1)*

- Collects, matches, and/or sorts objects with similar characteristics (matches/sorts items such as hats, gloves, nuts, bolts, etc.)
- Demonstrates ways to sort and/or group given sets of objects or data (puts like objects in baskets, object or picture based graphs)
- Identifies where to get data about a category (asks a nurse for medication, knows who to call in an emergency)
- Describes characteristics of an object, picture, or manipulative (soft pillow, cold ice, hot soup)
- Uses interviews, surveys, and observations to gather data (observes the sky conditions for 5 days, conducts a survey on classmates' eye colors)
- Describes and compares observable quantities of collected data (determines the flavor of ice cream that most people like)
- Collects data from various sources or situations using surveys and simple experiments

- Collects and records information using objects, tally, pictures, or other strategies (self-monitors behavior, displays timed intervals of appropriate behavior, crosses days off calendar)
- Records and organizes data into tally charts, picture graphs, and bar graphs

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Gather and organize data.** (E.S.1.1)*

M= Motor

S=Social

C=Communication

A=All

- Observes and sorts out differences between environments (behavioral-tolerates changes in environment, reacts to changes) [S]
- Responds to sensory methods (touch cue, auditory, etc.) to gain information about specific items or tasks (loud noises, cold or hot) [M, C]
- Understands that objects may be used to represent events (toothbrush to mouth means time to brush teeth, raises arms for lap tray or presentation of switch) [C]
- Indicates an awareness of collections within the environment (books, shoes, boys/girls, etc.) [M, C]

Extended Standard

E.S.1.2 Display and Use Data Information

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Display and use data Information.** (E.S.1.2)*

- Chooses a symbol, picture, or object from four choices via eye gaze to represent his/her preference of a food item to add to a class graph
- Accesses assistive technology to display computer images
- Determines if data collected is relevant and/or appropriate (sorts picture symbols into correct categories, when sorting blue and red blocks does not use yellow blocks)
- Uses data about life situations to make predictions and justify reasoning (when it's cloudy, it will probably rain, so, I should take an umbrella)
- Uses data from traffic/traffic signals to predict ability to cross the street safely
- Uses data/information from a list (make deliveries, read room numbers, follow directions)
- Sorts data into general and subcategories to solve the problem or situation (how many students have hats, how many boys have hats)
- Tallies up token economy point system (Boys Town Model)
- Demonstrates the ability to key in numbers into a keypad from a visual source

- Places a symbol or concrete object in the correct position on a graph
- Represents data sets in more than one way (sorting, charts, line graphs, bar graphs)
- Labels data accurately (labeling axis' correctly, knows categories)
- Matches lists, tables, or graphs with actual set of data (matches pictures and/or symbols with real objects)
- Describes represented data in terms of most often, least often (mode)
- Creates and reads simple graphs representing meaningful information and relationships

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Display and use data Information**. (E.S.1.2)*

M= Motor

S=Social

C=Communication

A=All

- Demonstrates a predictable response to sensory cues (startles to loud noises, opens eyes to light, etc.) [M]
- Demonstrates a recognizable response to display emotions [A]
- Uses gestures, symbols, or pictures to relate information to represent communicative intent [C]

Extended Standard

E.S.1.3 Analyze Data

Target Skills

*Target Skills for some student, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Analyze data**. (E.S.1.3)*

- Indicates an understanding of comparison words within the natural environment such as: more, fewer, same, none, larger, smaller, least (minimum), most (maximum), middle (median)
- Responds to yes or no questions and to problems presented pictorially or numerically in class (do more kids like the color blue)
- Uses comparison words to describe the elements of a collection/group within the natural environment (larger, fewer, more, less, etc.)
- Determines the range of a set of data (how many students liked pizza, how many students did not like pizza, what is the difference between the two groups)
- Draws conclusions from various representations of data sets (tables, bar graphs, pictographs, etc.)
- Breaks tasks into smaller parts and makes connections to prior knowledge
- Reads and applies information from bar graphs and pictographs to answer mathematics questions using concepts of largest, smallest, most often (mode), and middle (median)

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Analyze data**. (E.S.1.3)*

M= Motor

S=Social

C=Communication

A=All

- Initiates a movement following analysis of a situation to assist with the completion of a routine activity (when diapering, student will open/close legs, seeing the lap tray student will raise their arms, etc.) [M, C]
- Indicates through movement, switch activation, or vocalization that an activity has begun, changed or stopped (opens eyes when spoken to, change in respiration when agitated or excited, cries when game is over or left alone) [M, C]
- Demonstrates a differentiated response to stimuli (recognizes and initiates a response when cold, hot or hungry, responds to fire alarm or tornado drill) [M, C]
- Demonstrates awareness that symbols may be used to represent objects or events (matches pictures and/or symbols to real objects) [M, C]

Indicator 2: Apply the concepts of probability to predict events/outcomes and solve problems.

Extended Standard

E.S.2.1 Predict outcomes, draw simple conclusions, and report results based on collected data.

Target Skills

*For some students, target skills need to be applied and practiced within the context of instructional activities to allow students to reach the extended standard of **Predict outcomes, draw simple conclusions, and report results based on data collected**. (E.S.2.1)*

- Predicts movements needed to negotiate obstacles in the environment (negotiates corners, doorways, curbs in a wheelchair or walker, lifts foot to climb or descend stair, etc.)
- Identifies by eye gaze, pointing, augmentative communication, or verbally labeling which is the winner/loser of a simple game of chance
- Role-plays real-life situations to determine if solution makes sense (number of chairs equals number of people who can sit at a table, number of eggs in an egg carton, number of treats for the class)
- Makes predictions about events/situations that are likely or certain (the sun rising every morning, choosing a yellow marble out of a bag of yellow marbles)
- Makes predictions about events/situations that are not likely or impossible (snowfall in August, choosing a blue marble from a bag of red marbles)
- Implements understanding of probability to demonstrate appropriate classroom behavior (sets up expectations, behavior contracts/plans)

- Uses strategies such as counting, measuring, etc. to determine possible outcomes in problem solving (uses exact amounts of ingredients when baking or the “cookies” won’t turn out right, too much water makes the juice taste weak)
- Performs simple cause and effect experiments (uses electronic switch, simple machine, or other objects, pictures, and/or manipulatives)
- Predicts the effect when given a cause (if I touch the hot stove, I will get burned; if I demonstrate appropriate behavior, I will get a reward; if I demonstrate inappropriate behavior, I will get timeout)
- Speculates on the cause when given an effect (band aid on finger—speculates an injury)
- Uses the concept of chance to demonstrate probability of actual events and game situations (I won last time, so I will probably win again)
- Predicts outcomes of activities involving chance (if you have 4 red marbles and 2 blue marbles in a bag, which color are you most likely to choose)
- Uses outcome information to predict future occurrences (which hits first when dropped, a feather or a rock)
- Demonstrates possible arrangements of a limited number of objects (how many ways can a blue, a red, and a green block be lined up)
- Demonstrates what happens to results when data is pooled (each person contributes their results to a class data set)
- Predicts the amount of his/her next paycheck based on his/her salary and attendance

Access Skills

*For some students, motor, social, and communication skills need to be applied and practiced within the context of instructional activities to serve as an entry point to the extended learning standard of **Predict outcomes, draw simple conclusions, and report results based on data collected.** (E.S.2.1)*

M= Motor

S=Social

C=Communication

A=All

- Follows if-then or first-next statements (if I open my mouth, then I get fed; first I activate the switch, next the music starts) [A]
- Follows a pattern of prompts in order to predict the next or final event (morning routines, daily routines, classroom schedules) [M, C]
- Uses switch activated spinner to make choices in activities (chooses favorite game, favorite food, takes turns) [A]

Glossary

Alternate assessment—An assessment used in place of a regular test because of the nature of severity of a student’s disability and the student’s course of study.

Access skills are defined as motor, social and communication skills applied and practiced within the context of instructional activities based on the extended learning standards. This allows a student with a severe disability to gain entrance (or access) to and participate in the general curriculum as required by Individuals with Disabilities Education Act 1997.

Entry points— provide a range of options at which a student with a disability can access the learning standard at a challenging level.

IEP--Individualized Education Program

Large scale assessment—An approach to testing whereby an entire population of students (e.g., all fourth graders, all eighth graders) are administered an achievement test as part of an accountability system.

Modifications—Changes that alter the level or content of the test. Examples include giving a lower grade level of a test or deleting or changing the content of a test. Modifications are distinct from testing accommodations in that testing accommodations change non-content aspects of a test.

Nonstandard accommodation—is actually a modification. An accommodation that is not generally approved or endorsed, either due to lack of previous research, or because of educational policies guiding accommodations use.

Performance levels—an objective statement of level of performance required for students to demonstrate proficiency on content standards. Performance levels define how well students must do to demonstrate mastery of content standards.

Standard accommodation- is an accommodation term used with our statewide assessments. It does not invalidate the test because it does not fundamentally alter it. It is leveling the playing field. A standard accommodation is also called a “reasonable accommodation.”

Target skills are defined as higher level skills that enable students with disabilities to individually utilize the extended standards in order to demonstrate a link to the South Dakota Content Standards.

Testing accommodations-- Changes in the way a test is administered to a student or responded to by a student. Testing accommodations are intended to offset distortions in test scores caused by a disability without invalidating or changing what the test measures. Common testing accommodations involve extra time, assistance with directions, and assistance with reading.

Appendix

Math Performance Levels

Advancing

The student demonstrates command of knowledge and skills in the mathematics extended standards to complete tasks requiring mathematics concepts and problem solving skills at their individual established criteria.

Applying

The student has the knowledge and skills needed to consistently perform tasks requiring mathematical concepts with minimal errors and progressing toward meeting the standard.

Developing

The student demonstrates partial knowledge and skills in math extended standards with instruction the student is developing independence in components of the skills to recognize and compute basic math concepts in order to build to progressing achievement.

Introducing

The student is introduced to and demonstrates emerging knowledge and skills in the mathematics extended standards. The student needs extensive assistance and continued guidance to complete tasks requiring mathematics concepts and problem solving skills in order to build toward developing achievement.

Reading Performance Levels

Advancing

The student demonstrates advanced knowledge and skills in the extended reading standards at their individually established criteria.

Applying

The student demonstrates proficiency in applying the knowledge and skills needed to consistently perform tasks requiring the utilization of reading concepts. The student demonstrates advancement of expressive and receptive language skills toward meeting their individually established criteria .

Developing

The student demonstrates partial knowledge and basic skills in the reading extended standards with instruction the student is developing in completing tasks requiring knowledge of reading concepts. The student uses the skills of expressive and receptive language to build to the application level of achievement.

Introducing

The student is introduced to and demonstrates emerging knowledge and skills in the reading extended standards. The student needs extensive assistance and continued guidance to complete tasks, required reading concepts and or expressive and receptive communication skills in order to build to developing achievement.

